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AUTHOR Iliff, Alice

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ABSTRACT

This reference guide, designed for school board members in the state of Alaska, provides overall information about school boards, board members, and board meetings, as they are defined by Alaska state legislation. The first section, "An Overview of Your School Board," provides general definitions, an overall description, and the formal makeup of a school board. Included in the overview are the school board's responsibilities, its scope of authority, structure, officers, bylaws, insurance requirements, and advisors. The second section, "You as a Board Member," addresses reasons for serving on the board, qualifications, time demands, necessary skills and knowledge, and the ethical responsibilities of a board member. Advice is also offered for acquiring and sharpening skills and knowledge. The third section covers the duties and powers given by Alaska state law to a school board to manage and operate a school district. These duties and powers fit into five categories: policymaking, monitoring finances, personnel, curriculum planning, and recordkeeping. The final section provides basic information about board meetings: kinds of meetings and when they are held, how meetings are organized--agenda, order of business, and parliamentary procedure--and voting on motions. References and sources for further information are provided. (TE)

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SCHOOL BOARD TRAINING: LOCAL CONTROL
REFERENCE MANUAL

Prepared by
Alaska Native Human Resource Development Program

ANHRDP
429 "D" St. #210
Anchorage, Alaska 99501

Cooperative Extension Service
University of Alaska
Dr. James W. Matthews, Director

Developed and designed by
Evelyn Tucker
Alaska Native Human Resources Development Program

Written and researched by
Alice Iliff
Original Systems

Instructional Development by
Barry Willis
Director Instructional Development
University of Alaska Instructional Telecommunications Systems

Cover by
Cher Copeland
Lasting Impressions

ABOUT THIS REFERENCE GUIDE

Welcome to your school board! You have a unique opportunity to serve the communities and the children of your school district. You will learn and use many skills and will cover much information while serving as an important member of a decision-making team.

This guide provides overall information about school boards, board members, and board meetings. It is the first in a series of materials to help you make your school board the best it can be. School board "training" is an on-going process. You'll learn as you go, and will apply many skills and knowledge you already have. While this guide does not include everything you need to know, you can use it as a learning tool and as a handy review document.

As you read and refer to this guide, remember that your school board manages and operates all schools in the district to assure quality education for all children. To accomplish this very important task, board members work together as a team, to make all decisions and to stand up for the district's needs. And, since the board is the decisionmaking body, it has a special function to direct the district superintendent to carry out board decisions. This relationship between the board and district school personnel is critical for a smooth running, efficient district. The board is the controlling body.

When using this guide, keep the following in mind: Alaska statutes, or laws, are included in parentheses. For example, (Sec. 44.62.300) means that the material being talked about is contained in Alaska Statute Title 44, Chapter 62, Section 300. Remember that statutes are very broad statements that can be widely interpreted by the courts. Don't try to interpret them by yourself. Certain names or terms are often too long to repeat every time they are used, so they are abbreviated in parentheses the first time used; later just the abbreviation is used. For example, Department of Education (DOE). The side margins include the major topics covered on that page. Use this as a quick way to locate information, rather than having to read through every page to find an answer to a question. Examples and tips are often included to assist you with further ideas.

Again, welcome to your school board!

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AN OVERVIEW OF YOUR SCHOOL BOARD

OVERVIEW:

This section covers some general definitions, an overall description, and the formal makeup of a school board. Specific powers, duties, and functions will be covered in a later section.

REGIONAL EDUCATIONAL ATTENDANCE AREA: DEFINITION. A regional educational attendance area (REAA) is an educational service area in the unorganized borough that may or may not include a military reservation; it contains one or more public schools of grades K-12 (or any portion of those grades) that are operated under the management and control of a single regional school board (Sec. 14.60.010).

REAA DEFINITION

SCHOOL BOARD: DEFINITION. A school board is a group of elected village or community representatives who work together to run the public schools of an REAA.

SCHOOL BOARD DEFINITION

WHAT A SCHOOL BOARD DOES. The Alaska Legislature gives the authority to a school board to operate the public schools in its REAA (Sec. 14.08.021). In effect, the board hires, directs, and oversees a qualified superintendent, who operates the schools. The board:

WHAT A SCHOOL BOARD DOES

- MANAGES/CONTROLS ALL ASPECTS OF PUBLIC SCHOOL OPERATION on an areawide basis (Sec. 14.08.041).
- ESTABLISHES COMMUNITY ADVISORY SCHOOL BOARDS, made up of people selected from the village or community, to give the board information about education at a local level (Sec. 14.08.115). See Page 6 for more about advisory school boards.
- MAINTAINS THE QUALITY OF EDUCATION by working as a team with school personnel to provide quality programs and curriculum.
- REPRESENTS COMMUNITY DESIRES ABOUT EDUCATION of children by assessing community feelings and needs, and forming them into philosophies and policies that the school administration uses (for example, if your community wants an Alaska Native Land Claims course, your school board should formally direct the superintendent to provide it). Parents, in particular, have a special relationship with the board in expressing feelings about their children's education.
- SETS GOALS FOR OPERATING THE SCHOOLS by establishing policies that form a framework for school administration (for example, a goal of sound district financial management might be to require flawless efficiency in accounting procedures). Letting individuals or groups form

OVERVIEW:

their own goals about education often leads to conflicts with the board.

WHAT A SCHOOL BOARD DOES

- PROVIDES LONG-RANGE PLANNING FOR THE DISTRICT instead of simply reacting. Too often, boards are so involved with short-term or current problems that they practice management of first one crisis and then another. Long-range planning cannot be neglected or left to the school administration. Your board should actively plan for the future of the district. A committee could function to study what changes might occur in the next 5-10 years (for example, if the number of children in the district is increasing, what school facility and educational program changes might have to occur? Will you need another school? More teachers?). Long-range planning should be an on-going process with your board.

- SEEKS INPUT from individuals, specialists, and groups concerned with education to help the board make good decisions about school management, quality education, community desires, operating goals, and long-range planning for the REAA.

WHO THE BOARD ANSWERS TO

WHO THE BOARD ANSWERS TO. Your school board answers to the people of your REAA in terms of managing and operating the school district. Who the board must answer to in light of what it does is also called "being accountable." Since the board is responsible for educating children, it must be responsive to the district's educational needs. The board should always be open to the public and should seek the public's opinions about education.

While the board must answer to the public about how it controls the district, the school administration must answer to the board about how it carries out the board's orders. That makes your board a link between the schools and the people.

Remember, the whole board is the link. If individual board members receive information or input from people, members should relay the input to the board president.

AUTHORITY

AUTHORITY. REAAs are operated under the management and control of a school board (Sec. 14.08.021). Your board has this legal authority to act, but only under certain conditions:

- WHEN ACTING AS A BOARD, not as individuals. Individuals and committees may advise, but they do not have the authority to take individual actions. In

this way, the board acts as a unit and as a team. You are a member of that team.

AUTHORITY

- WHEN MEETING IN REGULAR OR SPECIAL SESSIONS that are open to the public. Some meetings, called executive sessions, are not open to the public. The board cannot act at executive sessions. See Page 25 for more information on these sessions.

- WHEN EXECUTING BUSINESS ACCORDING TO THE BOARD'S BYLAWS, which are written rules required by law (Sec. 14.14.100). It is important that your board act according to the bylaws, since school boards can sue or be sued (Sec. 14.08.101). Bylaws are legal protection.

According to law, your board has authority to delegate certain administrative powers and duties to the school superintendent (Sec. 14.14.130). This means he or she can manage or direct certain duties prescribed by the board's policies (policies are broad statements of board goals). In effect, the school superintendent has no authority to make policy, only the authority to carry it out (for example, your school superintendent can select, appoint, and control school personnel, but only with the board's approval (Sec. 14.08.111).

SCHOOL BOARD STRUCTURE

SCHOOL BOARD STRUCTURE. Your school board makeup is determined by law. There are set procedures that govern the board's composition:

- ELECTIONS. Board members are elected annually on the first Tuesday in October. The State pays the cost of the election (Sec. 14.08.071).

- NUMBER OF MEMBERS. The initial number of members on your board was set by the State DOE and the local communities of the district. This number may be increased or decreased by area voters at the annual election. An REAA school board consists of 5, 7, 9, or 11 members (Sec. 14.08.061).

- LENGTH OF TERMS. REAA school board members are elected for a three-year term, and can be re-elected (Sec. 14.08.041).

BOARD VACANCIES

BOARD VACANCIES. If a member leaves the school board, the remaining members must select a replacement within 30 days. This person serves until the next annual election. Then, someone is elected to serve the remainder of that three-year term (Sec. 14.20.070).

There are two kinds of board vacancies:

OVERVIEW:

BOARD VACANCIES

- VOLUNTARY, where a member offers his or her resignation (for example, someone who is very ill might resign, and if a board member moves from the district, he or she must resign).

- INVOLUNTARY, where the board may declare a position vacant if a member misses three regular meetings in a row without an excuse from the board president (Sec. 14.14.080). Your board should decide what is considered an excused absence (for example, staying home with a sick child is probably an excused absence; staying home to watch your favorite TV show probably is not).

BOARD OFFICERS

BOARD OFFICERS. Within seven days after the results of an annual school board election have been certified, your board must meet to elect the following officers (Sec. 14.14.070):

- PRESIDENT, who is responsible for orderly conduct of meetings (for example, the president presides at all meetings, signs documents, calls special meetings, appoints committees, helps organize meetings, and serves as the board's public spokesperson).

- CLERK, who serves as the secretary (for example, the clerk takes minutes at meetings, handles correspondence, and signs reports).

- TREASURER (IF NECESSARY), who is the district's financial monitor (for example, the treasurer signs warrants and checks, determines that all money spent is authorized, and signs financial statements).

- OTHER OFFICERS. Your school board may make policies that allow the board to elect or appoint other officers (for example, your board might want to have a vice president to perform certain duties).

The board should formally list the duties of each officer.

Remember that each board member, whether an officer or not, is part of a team that works together. Sometimes being an officer can go to a person's head. No one officer should be allowed to run the board. Working as a team is the best way to include all viewpoints.

BYLAWS AND ADMINISTRATIVE RULES

BYLAWS AND ADMINISTRATIVE RULES. Your board must have a set of written bylaws (Sec. 14.14.100). Bylaws describe

your board's policies for managing and controlling the school district. They also detail how the board operates. Bylaws are formally adopted at regular board meetings.

BYLAWS AND ADMINISTRATIVE RULES

Administrative rules that do not require school policy do not have to be adopted in bylaws. However, the rules must be written and must be available to all school personnel (Sec. 14.14.100 and Sec. 14.08.101).

A look at your board's bylaws and administrative rules will show what these items cover. It is important that the board keep all its policies and rules up to date, so that there is no question about district operation.

LAWSUITS. School boards can sue or be sued (Sec. 14.08.101). This means that the board can file lawsuits and that others can file lawsuits against the board. Likewise, individual board members can be sued if they act on board business by themselves (for example, if an individual board member promises someone a job, and the board later decides to hire someone else, the person who didn't get the job could sue the board member).

LAWSUITS

It is very important that the board act as a unit and conduct its business in a manner that avoids legal actions against it. And, the board must also act legally if it has to file a lawsuit.

BOARD INSURANCE. For legal protection, your board must have the following kinds of insurance in case of a lawsuit or loss of property:

BOARD INSURANCE

- LIABILITY INSURANCE, which covers all board members and school personnel against financial loss resulting from a lawsuit, as long as the person was acting under school board direction (Sec. 14.12.115). Board members who act as individuals are not covered.

- $50,000 BOND, which covers the board officer responsible for handling REAA funds (Sec. 14.14.020). This bond guarantees that the person handling those funds is responsible and trustworthy.

- PROPERTY INSURANCE, which covers any loss or damage to facilities or land owned by your board as a result of fire, theft, vandalism, or natural causes. The board should make sure that the district is adequately covered.

OVERVIEW:

BOARD ADVISERS

BOARD ADVISERS. Your board should seek input about all aspects of education from a variety of people. Concerned citizens provide information about local needs, and professional experts provide suggestions for the board to consider when making decisions. Utilizing people as information sources saves board time in gathering information. Board advice may come from:

- ADVISORY SCHOOL BOARDS. Your board, by law, has the power to establish advisory school boards of community representatives to provide information about education at a local level. To establish advisory school boards, your board makes rules that define how these boards are organized and selected, and what their duties are (Sec. 14.08.115).

- BOARD-APPOINTED COMMITTEES. Committees can provide information and make recommendations. Your board's bylaws describe the purpose and function of committees. Boards generally use two kinds of committees:

    - STANDING committees, which are on-going for a long period of time (for example, a curriculum committee that studies and recommends changes in classes being taught is an on-going, or standing committee).

    - AD HOC committees, which accomplish a specific task, then are disbanded (for example, a committee that recommends a brand of carpet to replace worn-out carpet in a school building is a specific-task, or ad hoc committee).

  Board members can also serve on committees (for example, committees are often formed to look for a school superintendent).

  Committees can inform and recommend, but any actual decision is up to your board.

- ORGANIZED GROUPS. Groups such as the parent-teacher association, teachers' union, and even political or environmental groups may provide information on certain school-related issues. A variety of viewpoints can be helpful, but remember that your board, and not a particular group, always makes the final decisions.

- LAWYER OR LEGAL FIRM. Your board should budget money for legal advice. If your board needs fre-

quent legal advice or deals with complex issues, it might be more cost effective to have legal services available on an on-going basis. To do this, the board hires an attorney (or a law firm) for a fee to provide legal help. This arrangement is called a "retainer." Some boards just call a lawyer or legal firm and pay for services as needed.

The role of your attorney is to research the laws relating to issues, explain the laws to your board, present options, identify any potential legal problems that might result from board decisions, and make recommendations. Your lawyer does not make the final decisions, but offers all the legal advice necessary for the board to take into consideration. Then, the board decides.

- When looking for a lawyer, or when changing legal counsel, your board might form a committee or ask the superintendent to find several qualified candidates. Next, your board interviews the most qualified lawyers or firms. Then, the board votes for one. Another way to find a lawyer or legal firm is to call other school districts with the same legal concerns and ask about their counsel.

  Look for a lawyer who writes and speaks plain English: if your board cannot understand him, the people in your area probably won't, either. The board may want to look at an example of the lawyer's writing.

- CONSULTANTS. Like your lawyer, there are many experts who can provide professional advice to your board. Accountants, educators, management consultants, and engineers all can provide important information for board decisionmaking (for example, most accounting firms prepare a letter to the board when they do an audit; if they spot a potential source of trouble, they will usually mention it in this letter).

- LOCAL INDIVIDUALS. Concerned citizens may wish to inform the board of areas of concern to them as individuals. The board usually provides time for hearing the comments of individuals at board meetings.

Your board should always obtain the best possible advice from all available sources, because your board, not the adviser, makes all final decisions.

YOU AS A BOARD MEMBER

This section covers some points about being a board member. It addresses why you should serve, qualifications, time demands, skills and knowledge, and your ethical responsibilities as a member of the board.

WHY SERVE ON THE BOARD

WHY SERVE ON THE BOARD. People have various reasons for serving on their school board. Hopefully, those individual purposes fit into the three main categories below, which describe why you should serve on your board:

- CHILDREN. Your children, and all children, are the future. In this rapidly changing world, children will have to face more changes than did their parents. The education of young people, both formal and informal, determines how they handle the challenges in life.

- QUALITY EDUCATION. Your schools must provide an education that will help young people direct their future. Today's educated children will become tomorrow's responsible citizens. Young people need guidance in their education, and a quality education will help them determine their way of life.

- PERSONAL BENEFITS. Serving on your school board should provide you the satisfaction of helping children and your REAA communities. You are helping to direct the future. And, the skills you learn and use while serving on your board will come in handy in other aspects of life (for example, working with school district financial reports may help you set up a personal budget for your family or business).

BOARD MEMBER QUALIFICATIONS

BOARD MEMBER QUALIFICATIONS. There are two categories of qualifications required of school board members:

- FORMAL. State laws require that you:

  - BE A VOTER IN YOUR MUNICIPAL AREA (Sec. 14. 12.080). In order to vote in your district, you must be registered in that district, have lived there for 30 days, and must not be on parole or serving a sentence for committing a felony (someone convicted of a felony loses the right to vote until that right is restored).

- BE ELECTED AT THE ANNUAL OCTOBER SCHOOL BOARD ELECTION that is held by the State (Sec. 14.08.071).

- NOT BE A SCHOOL DISTRICT EMPLOYEE (Sec. 14. 14.140). You cannot be employed by the school board while serving on it.

- NOT HAVE IMMEDIATE FAMILY MEMBERS EMPLOYED BY THE SCHOOL BOARD without written approval from the State Commissioner of Education (Sec. 14.14.140). "Immediate" family members include: husband and wife, father and son or daughter, mother and son or daughter, and brother and sister.

- TAKE AND SIGN AN OATH before taking office (Sec. 14.12.090). The oath is, "I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability."

- PERSONAL. You, personally, are qualified to help your board direct the education of children in your area because you know about your area and your children. You should have the following qualities:

  - CONCERN for children, for education, and for the future.

  - COMMITMENT to spend the necessary time to make the school board responsive to the educational needs of your REAA.

  - ENTHUSIASM for serving on your board and for learning how to serve on the board, even if you do not have a strong administrative background.

BOARD MEMBER PAY. Most school board members serve without being paid. However, you may receive compensation for time spent, or for certain expenses, if the board adopts a resolution to do so (Sec. 14.14.140). (For example, the board might vote to pay your expenses to attend a board-related conference; or the board might vote to pay you the hourly salary your job pays, if you have to take time off from work to conduct board business.)

BOARD MEMBER:

BOARD MEMBER ETHICAL RESPONSIBILITIES

BOARD MEMBER ETHICAL RESPONSIBILITIES. As a board member, you will work with others to operate your district's schools. You will attend to many specific tasks, as well as overall duties (for example, you may be asked to be a committee chairman or you may be asked to write a report). No matter what the task, you have ethical, or moral, responsibilities that govern how you perform these tasks. You have these ethical obligations:

- ACT IN A PROFESSIONAL MANNER. As a board member, you should make decisions based on rational, orderly thought, after considering all the factors involved. This means more than just listening to or reading what is presented. It means seeking out all viewpoints and additional information on an issue. You will have to consider all sides without letting your personal feelings get in the way. And, you do not want to act in a way that makes enemies of those you come in contact with. A professional manner is an orderly way of finding and evaluating facts to make decisions based on reason, not on emotion.

- FOLLOW THE BOARD'S BYLAWS, RULES, AND PROCEDURES. The purpose of following the guidelines adopted and written by your board for operating and managing your REAA is to avoid legal problems. Your board has these written guidelines for legal protection against lawsuits, as well as for legal basis to file a lawsuit, if necessary (Sec. 14. 08.101). (For example, following proper personnel hiring practices avoids discrimination suits by applicants; likewise, if the operation of an installed school furnace does not meet the board's prepurchase specifications, the board can sue the contractor.)

- DO NOT ACT AS AN INDIVIDUAL. You should not make promises to people or act on board business as an individual, because the board only has authority to act as a unit. Liability insurance protects board members as long as they are acting as part of the board (for example, if you personally call the superintendent because you do not like the way he is handling an issue or if you threaten to have a teacher fired if he or she does not promote your child, you may find yourself in a lawsuit that the board insurance does not cover). Be cautious about discussing your opinions of board business outside of meetings.

- SUPPORT THE BOARD'S DECISIONS AND ACTIONS. Once your board has voted on an issue, <u>support the</u>

board's position, even if you voted against it. Do not complain, do not participate in secret meetings, and do not indulge in petty politics if a decision does not turn out your way. Remember, the board is a team that needs the support of all members.

BOARD MEMBER:

BOARD MEMBER ETHICAL RESPONSI-BILITIES

In many instances, the board will have to present a united front to achieve its goals (for example, the board may have to take a stand against a request by clerical staff for higher pay if the budget does not have the money, even if some board members believe that higher pay is a good idea). A united front is possible only if board members have learned to cooperate and work together.

- DO NOT ACCEPT GIFTS OR FAVORS. When you are a board member, people may offer you gifts or favors that do not seem to have any strings attached. They may not actually ask you for a favor in return at the time, but you may feel obligated later on to these people as a result. Try not to accept any gifts or favors, since later on it might look like you were "bought off." Make it clear by your actions that your commitment to serving the school board comes before anything else.

  You do not want to do anything that makes it look like you accepted a bribe. And, if anyone ever does offer you a bribe, tell that person that bribes are illegal (Sec. 11.30.040).

BOARD MEMBER TIME DEMANDS. As a board member, you have to devote a great deal of time to serving your district. You have to use your time wisely by planning ahead and being prepared. Some of the ways you will spend your time are:

BOARD MEMBER TIME DEMANDS

- READING. You will read and review many documents, such as education programs, personnel policies, and financial reports. Knowing how to use these and other reference documents will save you time.

- ATTENDING MEETINGS. You will spend hours in board meetings. And, you should attend all of them. Advance preparation for meetings, such as reading or preparing materials pertaining to that meeting, takes time, but it helps keep the meeting moving.

- ASSESSING NEEDS AND PRIORITIES. As an elected member of the board, you are responsible to all

BOARD MEMBER:

BOARD MEMBER TIME DEMANDS

the people in your REAA, not just to those in your own community. Try to meet with people in your district to find out their concerns and priorities for education.

ACQUIRING AND SHARPENING SKILLS AND KNOWLEDGE

ACQUIRING AND SHARPENING SKILLS AND KNOWLEDGE. Some board members come to office with many administrative skills and a detailed knowledge of being on a board; others do not. Regardless of your level of experience, you can acquire or sharpen your skills and knowledge by keeping up with:

- EDUCATION DOCUMENTS that pertain to your board and your district. The most important are the bylaws, administrative rules, and board policies. You should be very familiar with these. There are many additional materials you should be aware of. In most cases, you can skim them, looking at headings, reading introductory and summary paragraphs, and noting the most important points. Do not get bogged down with paperwork. Be aware that you have seen certain topics in the documents, and know how they are organized to find details when you have to.

  You should ask for personal copies of current documents containing the following information, if you have not been given them by the board:

  - BOARD BYLAWS, ADMINISTRATIVE RULES, AND POLICIES (Note: Do not skim these. Read them thoroughly. Ask an experienced board member to explain anything that is not clear.)
  - COMPILED SCHOOL LAWS OF ALASKA AND TITLE 4 EDUCATION REGULATIONS (the school laws are Alaska statutes governing all school boards; the regulations further detail some of the statutes).
  - MINUTES OF PREVIOUS BOARD MEETINGS (minutes detail what went on at meetings).
  - DISTRICT BUDGET AND FINANCIAL REPORTS (these list how, where, and when money is received and spent).
  - STATE DOE OR REGIONAL ACCREDITATION EVALUATIONS (these tell if your district measures up to state or area educational standards).

- DISTRICT MANAGEMENT ORGANIZATIONAL CHART (this shows who manages whom, and the relationship of employees and supervisors).

- SCHOOL ADMINISTRATION JOB DESCRIPTIONS (these detail the duties that different administrators must carry out).

- TEACHER CONTRACT (this legal document spells out what a teacher must do and what the board must provide the teacher).

- STAFF SALARIES AND BENEFIT PROGRAMS (these identify how much district employees are paid and what other things the board provides them).

- LOCATION AND CONDITION OF SCHOOL BUILDINGS AND ANY OTHER DISTRICT FACILITIES (tells where the buildings are and what shape they are in).

- SCHOOL TEXTBOOK AND EQUIPMENT INVENTORY (this shows the kinds of books and school equipment, and their age and condition).

- STUDENT DROPOUT AND COLLEGE (OR OTHER TRAINING PROGRAM) ATTENDANCE FIGURES (these show how many students have left school and how many have continued on with college or training.

Your board should insure that each new member receives this information as soon as he or she is elected.

- EDUCATION PROGRESS IN YOUR REAA. Learn as much as you can about what is going on in your district. Find out what has worked or not worked. Talk to the students, teachers, and other personnel in your area.

- EDUCATION JARGON. You will have to learn many specialized terms and phrases that deal with education. Since most educational documents use jargon (those fancy, technical words), you have to understand many terms. Often, people use jargon to make themselves sound intelligent. Even though you learn the jargon, use plain English and ask others to use plain English (for example, do not use jargon in board meeting minutes - minutes are public records, and you do not want to confuse readers with over-specialized words).

BOARD MEMBER:

ACQUIRING AND SHARPENING SKILLS AND KNOWLEDGE

- CONTINUING EDUCATION. Many agencies and organizations offer workshops, seminars, and other kinds of training sessions that relate to school board functions. School-related conferences and conventions often are good places to gather and share ideas. Board members should be careful to select the kind of continuing education that will best benefit the district.

MANAGING AND OPERATING YOUR REAA

MANAGING/ OPERATING:

This section covers the duties and powers your school board has been given by law to manage and operate your school district. These duties and powers fit into five categories: policymaking, monitoring finances, personnel, curriculum planning, and recordkeeping. Each category will be discussed.

BOARD DUTIES REQUIRED BY LAW. Alaska statutes specify duties, listed below, for school boards (Sec. 14.08.111 and Sec. 14.14.090). Most of these duties are covered in the next few pages. Your REAA school board must:

BOARD DUTIES REQUIRED BY LAW

- EMPLOY A CHIEF SCHOOL ADMINISTRATOR (SUPERINTENDENT) AND APPROVE HIRING ALL OTHER SCHOOL PERSONNEL.
- PROVIDE AN EDUCATIONAL PROGRAM FOR ALL CHILDREN LIVING IN THE DISTRICT.
- DEVELOP A PHILOSOPHY OF EDUCATION, PRINCIPLES, AND GOALS FOR ITS SCHOOLS.
- DETERMINE SCHOOL PERSONNEL SALARIES AND PAY ALL SALARIES.
- SELECT EMPLOYEES TO HANDLE AND SPEND SCHOOL FUNDS.
- SUBMIT ALL REPORTS REQUIRED OF SCHOOL DISTRICTS.
- WITHHOLD THE LAST MONTH'S SALARY FROM ANY TEACHER OR ADMINISTRATOR UNTIL HE OR SHE SUBMITS ANY DOCUMENTS REQUIRED BY BOARD BYLAWS.
- PROVIDE FOR AN ANNUAL AUDIT.
- PROVIDE CUSTODIAL SERVICE AND ROUTINE MAINTENANCE OF SCHOOLS AND DISTRICT FACILITIES.
- DEVELOP PROCEDURES FOR SELECTING AND REVIEWING TEXTBOOKS AND INSTRUCTIONAL MATERIALS.
- KEEP MINUTES OF BOARD MEETINGS AND RECORDS OF ALL BOARD PROCEEDINGS.
- KEEP BOARD RECORDS AND FILES OPEN TO THE PUBLIC.

In effect, these legal obligations require your board to manage and operate the REAA school district. Remember, just because the law says your board can do something

MANAGING/ OPERATING:

does not mean you as an individual can act or interpret the law. The board acts, or designates administrators to act.

BOARD DUTIES REQUIRED BY LAW

Keep in mind that all these duties required of your board by law are on-going. Your board probably is already doing them as part of the board activities, or by assigning certain duties to school administrators to carry out.

BOARD POWERS COVERED BY LAW

BOARD POWERS COVERED BY LAW. Alaska statute gives your board a wide range of general features to use to carry out board duties required by law (Sec. 14.08.101). To manage and operate your REAA, the school board legally may:

- FILE LAWSUITS (if goods or services are not legally performed).
- ISSUE CONTRACTS (for example, for services of teachers and consultants, for goods such as heating equipment, or for building construction or remodelling).
- DETERMINE BOARD FINANCIAL PROCEDURES (for example, decide how money will be acquired and spent, and how to keep track of it).
- HIRE AND CONTROL ALL SCHOOL PERSONNEL (the board may assign, or delegate, this function to the superintendent).
- MAKE RULES FOR OPERATING ITS SCHOOLS (the board may assign the job of carrying out these rules to the superintendent).
- CREATE, MAINTAIN, OPERATE, CLOSE, AND COMBINE SCHOOLS (depending on the REAA's educational and financial needs, and subject to the Commissioner of Education's approval).
- RECOMMEND AND ASSUME RESPONSIBILITY FOR SCHOOL CONSTRUCTION PROJECTS (even if a school administrator is assigned to carry out construction-related duties, the board still is ultimately responsible).
- USE METHODS NECESSARY TO CARRY OUT BOARD RESPONSIBILITIES (such as creating policies and bylaws, and assigning duties to school administrators).

- ASSUME OWNERSHIP OF SCHOOL LAND AND BUILDINGS IN THE REAA (if more than 50% of the board agrees to do so).

MANAGING/ OPERATING:

These powers are quite broad, to allow your board to develop ways to manage and operate that fit your particular district needs. Your board should keep up to date on any state regulations that further detail carrying out the laws by consulting the board's lawyer.

BOARD POWERS COVERED BY LAW

POLICYMAKING. Your school board must, in order to provide the best education for all children, make decisions about managing and operating your REAA. These decisions must be based on broad statements that your board has determined are the guidelines and goals for providing quality education. Since educating children is so important, proper operation and management of the REAA is crucial. These decisions are the most important part of the board's responsibilities.

POLICYMAKING

- WHAT POLICY IS. School board policy is a written legal document that governs some aspect of school management or operation. Policies are written principles that the board uses for making decisions and for directing others to carry out certain functions. Policy covers such areas as school personnel, community relations, relations with other agencies, and dealing with state laws and regulations.

- HOW POLICY IS USED. Your board uses policies as written guides for decisionmaking. It also uses policy to set the framework for establishing details to carry out that policy. The details are not policy, but are rules school personnel follow to carry out the policy. Usually, the superintendent interprets the policies and comes up with procedures that will make each policy work (for example, if the board votes for a policy stating that teachers must have parental permission to physically punish a child, the superintendent's detailed rule might read, "A teacher may not slap, push, spank, pinch, or in any way physically punish a child without first having the principal call the child's parents for permission").

  The duty of carrying out policy usually is given to the school superintendent and his staff. While in some instances the board may want to approve school rules and procedures, usually these details are not discussed at board meetings.

MANAGING/ OPERATING:

POLICYMAKING

- POLICY MANUAL. A manual containing all board policies in written form is essential for the orderly and legal transaction of board business.

  It is very important for keeping the board on track about its duties and goals, and is a great help in avoiding legal problems. If your district does not have a manual, or if it needs updating, the board should appoint a committee, hire a consultant, or ask the superintendent to accomplish this task. Reviewing samples of manuals from other school boards is also a handy way to put together or update a manual. A manual helps avoid having board policies buried in meeting minutes. When the manual is in good order, the board should create a system for filing new policies so they can be looked up easily.

  A sample policy in a manual regarding housing rental might read, "In instances where the district rents trailers as housing for staff members, each staff member shall sign a rental contract with the district providing for rent payable in advance or for its deduction from salary."

- POLICY EVALUATION. Policies do not always stay the same. Often, they must be updated or revised to keep up with changing conditions. Reviewing, revising, and rewriting policies is an on-going board process. Your board should set definite dates or times to evaluate what policies are not working or what needs to be changed.

MONITORING FINANCES

MONITORING FINANCES. Your board is responsible for controlling the district's financial, or fiscal, situation. To do this, the board must actively determine what business procedures to use (Sec. 14.08.101). The board should keep its business procedures as simple as possible, treat all business merchants fairly, and purchase all supplies and equipment according to established specifications.

Usually, the superintendent is given the authority to handle the financial affairs of the district, including setting up an accounting system and maintaining the system. But, the board still has the final say in financial matters.

In making decisions about district finances, your board deals with:

- BUDGET. In most districts, the superintendent prepares the annual budget for board approval.

The board works with the superintendent on changes or corrections. If funds are not adequate for the district's needs, the board can direct the superintendent to look for additional money. In the end, your board is responsible for giving final approval to the budget (Sec. 14.08.101).

- AUDIT. Your board is responsible for overseeing the annual audit, or examination, of the district's finances. State law requires that a public accountant prepare a formal report detailing how district money was spent for the year ending the preceding 30th of June. This audit must conform to requirements established by the Commissioner. The audit must be filed with the State DOE before October 1 of each year (Sec. 14.14.050).

- FINANCIAL REPORTS. Your board should require that school administrators submit monthly financial reports that clearly state how the district is using money in relation to the approved budget. In order for the board to formally approve these reports (as well as the budget and audit), each member must know how to read and understand them. Accountants, lawyers, or school administrators may provide details about the reports, and board members must not hesitate to have these people clarify any points that are unclear. Your board has the right to a full understanding of all district financial affairs before approving any reports.

Monitoring finances does not mean going to a school and counting the number of paper clips that were purchased. It means knowing what questions to ask to decide if money is being used to the best advantage.

SCHOOL PERSONNEL. Good education specialists and workers are dedicated to their profession. They have valuable training and skills, but these are only valuable if they serve the district's children.

- HIRING. The board formally approves the employment and dismissal of all personnel based on the recommendations of school administrators. This means that while the superintendent may actually recruit and interview applicants, the board still makes the final decision. In this respect, board members must learn to evaluate an applicant's written credentials while still fairly assessing an individual in person. The board also negoti-

ates the employment contracts for superintendents (Sec. 14.08.101).

- NEGOTIATIONS. The board negotiates with its certificated employees on matters pertaining to their employment and fulfillment of professional duties (Sec. 14.20.550).

- AVOIDING DISCRIMINATION. Your board should safeguard the civil rights of all personnel by following legal employment procedures. The Alaska State Human Rights Commission, and the Human Rights Law, are very specific on hiring and firing. It is against the law to deny employment because of a person's sex, race, color, religion, national origin, age, physical handicap, marital status, or changes in marital status or pregnancy, unless the demands of the position require you to (Sec. 18.80.220). (For example a men's locker room attendant position requires a man, where an administrative assistant position does not necessarily require a woman.)

  To avoid all forms of discrimination, the board must be very careful not to ask questions that deal with any of these topics. When advertising for a position, the wording must not imply any preference. When interviewing, you must not ask any questions that might imply discrimination (for example, you cannot ask if a woman plans to have children, or if her husband is in the military). Your best interviewing method is to ask people how they would perform the job, and why they are qualified.

  Based on sex, your board must have no differences in employment conditions, including pay rates for the same work (men and women doing the same job must receive equal pay), working conditions, benefits, leaves of absence, promotion, and so on (Sec. 14.18.020). And the board must be careful when firing someone that there is no discrimination between men and women.

  The board may not fire or discriminate against employees who oppose unlawful employment practices or who file complaints about discriminatory practices (Sec. 18.80.220).

- SUPERINTENDENT. The superintendent is the chief administrative officer of your school district. His job is to carry out the policies and decisions of the board and to oversee the day-to-day oper-

ation and management of the schools. Both superintendent and administrators work within the policies established by the board.

MANAGING/ OPERATING:

SCHOOL PERSONNEL

The choice of a superintendent is one of the most important decisions your board can make, since the superintendent is the chief administrator. The board will delegate many responsibilities to the superintendent, relying on his or her expertise and experience.

A good superintendent is one who works well with the board and understands his or her role in carrying out the board's policies. You need a superintendent who is knowledgeable and competent about financial matters, who will present recommendations and alternatives, who will participate as an adviser at board meetings, who will be responsible about following up on things right after board meetings, and who is knowledgeable about where to get additional funds for the district, including private and public sources. And, you want a superintendent who is committed to your district.

Once you have found the right person, the board should provide support and guidance for the superintendent to carry out the job. The board should work with the superintendent on a procedure to evaluate his or her performance. If the board is unhappy with its superintendent, it should use the evaluation process and open communication to try to improve the superintendent and board's relationship. If those are not successful, the board may need to dismiss the superintendent and find a new one.

- CERTIFICATED PERSONNEL. Certificated employees are trained educational specialists licensed by the State DOE. Examples are superintendent, assistant superintendent, principals, special education supervisors and program directors, classroom teachers, resource specialists, and counselors. Alaska law requires that teachers be certificated (Sec. 14.20.010). And, substitute teachers serving 20 or more days for the same teacher must also be certificated. Conditions of employment for certificated personnel are either negotiated, established by board policy, or decided according to Alaska laws.

- NONCERTIFICATED (CLASSIFIED) PERSONNEL. These are employees who do not have to be licensed by the

State (for example, business managers, administrative assistants, clerical staff, teacher aides, maintenance workers, custodians, cooks, and kitchen helpers). Substitute teachers serving fewer than 20 days for the same teacher may be noncertificated (DOE reg. AAC 18.021).

Your board should establish policies regarding the following areas of employment for noncertificated personnel (certificated staff have these items covered in their contracts):

- BENEFITS (such as insurance, retirement, annual and sick leave).
- TRANSFERS (how or if staff jobs can be moved to other locations).
- PERMANENT PART-TIME AND TEMPORARY EMPLOYMENT (for example, how many hours a week a particular job takes, or how many months a position might last).
- TRAVEL AND PER DIEM EXPENSES (for example, what kinds of transportation or daily costs will be covered).
- HOUSING (for example, if the board provides a room with a family for an employee).
- TERMINATION (how an employee can be fired or let go).
- PROMOTION (how an employee can advance to a better position).
- SALARY (how much an employee will be paid).
- LENGTH AND SCHEDULE OF WORK WEEK (for example, if these are fixed or can be changed).
- OVERTIME WORK AND OVERTIME PAYMENT (if an employee can work additional hours for additional pay).
- REPORTING AND SUPERVISORY RELATIONSHIPS (who the employee answers to, and who the supervisor directs).

These policies should be in writing and should be available to all personnel. Such policies will vary from district to district.

Policies should also make it clear to noncertificated personnel that their jobs, duties,

and salaries may change according to board decisions regarding noncertificated policies.

- EMPLOYEE EVALUATION PROGRAM. State law requires that certificated personnel have formal written evaluations of their performance (Sec. 14.07.020 and Sec. 14.07.060). State regulations further detail your district's responsibilities for reviewing these employees. It might be a good idea for your board to have a committee to do this. Also, a board policy could allow for teachers to review the superintendent. The board should also establish policy for evaluating noncertificated staff.

  Under no circumstances should a board member deal with school personnel situations as an individual. And, the board should avoid hearing or dealing with employees unless they have first gone through established personnel procedures. The superintendent should also be present to reply.

CURRICULUM PLANNING. Your board oversees the quality of education in your district. To develop instructional programs, the board must establish goals and priorities, examine and review student needs and community desires, and work with school administrators. The board makes the final decision approving all educational programs (Sec. 14.08.111). There are many workshops and DOE processes to assist your board with setting up curriculum plans.

- BILINGUAL-BICULTURAL PROGRAM. A school board must provide a bilingual-bicultural education program for each district school having at least eight students of limited English speaking ability, and whose main language is other than English (Sec. 14.30.400). The board may provide such a program for fewer than eight students if it so desires. State regulations further detail this curriculum. Your board should be aware that there is a bilingual-bicultural education fund managed by the State DOE (Sec. 14.30.410).

- CURRICULUM EVALUATION. Your board should establish methods to evaluate the effectiveness of all educational programs, and should create procedures to make curriculum changes as the need arises. See what other districts use for methods to determine how effective educational programs are. State law requires that schools receiving bilingual-bicultural education fund money submit an evaluation, specified in state regulations, to the State DOE (Sec. 14.30.410).

MANAGING/ OPERATING:

RECORDKEEPING

RECORDKEEPING. Your board is required by law to keep meeting minutes and records of all board proceedings (Sec. 14.14.090). These records are vital to the legal and orderly operation of the board. They should be safeguarded from fire or other loss. Board records should never be kept at a board member's home. The law also requires that the records must be on file with the school district, and the files must be available to the public. In many districts, recordkeeping is a duty assigned to school administrators to take care of.

BOARD MEETINGS

This section covers the basics about board meetings: general information about kinds of meetings and when they are held, how meetings are organized, what goes on, and how the board makes motions and votes in an orderly fashion.

KINDS OF MEETINGS. There are three kinds of board meetings, two of which are open to the public:

- REGULAR, which are open to the public (Sec. 44. 62.310). The business of operating and managing the district occurs, and board decisions are made based on free, but orderly, discussion. An efficient meeting will let the board accomplish many tasks.

- SPECIAL, which are open to the public (Sec. 44. 62.310). The bylaws outline the procedures for calling a special meeting. If an issue comes up that is too lengthy to cover in a regular meeting, or if an issue must be resolved before the next regular meeting, the board can meet to deal with those specific topics. No other business should be covered (for example, if the board needs more community input on a new elementary school reading program, it might call a special meeting to hear the public; or, if a fire causes smoke damage to a school building, the board may have to meet to remedy the problem). Your board should try to hold as few special sessions as possible.

- EXECUTIVE, which are closed to the public (Sec. 44.62.310). Executive meetings cover:

  - MATTERS THAT, IF KNOWN ABOUT IMMEDIATELY, MIGHT HAVE A HARMFUL EFFECT ON THE BOARD'S FINANCES (for example, if the bookkeeper has taken off with school funds).

  - SUBJECTS THAT MIGHT UNFAIRLY DAMAGE ANY PERSON'S REPUTATION (for example, accusations by a student that a teacher has made sexual advances).

  - TOPICS THAT ARE CONSIDERED CONFIDENTIAL BY LAW OR RULE (for example, negotiations with teacher groups).

  Your board can call an executive session only by a vote of a majority of the board at a regular or

KINDS OF MEETINGS

special meeting. Only the topic identified can be discussed. No action can be taken in the executive meeting. The board must take action in regular or special meetings (Sec. 44.62.310).

MEETING FREQUENCY

MEETING FREQUENCY. Regular board meetings are usually held once a month, at a time when the public can attend. Your board bylaws should specify a consistent date and time, such as the third Thursday of each month, at 7:30 p.m. Special and executive meetings are held only when necessary.

MEETING NOTICES

MEETING NOTICES. By law, the public must be notified of all regular and special board meetings (Sec. 44.62.310). Reasonable notice means the public knows of the meeting in advance, knows what the meeting will cover, and knows when and where the meeting is. If a public meeting time or location is changed, reasonable notice of the change must be given.

Your board bylaws should describe how much notice individual board members must receive before a special or executive meeting. Your board might want to have members sign a form stating they received a meeting notice. That way, the board can be sure every member was notified.

MEETING ROOM

MEETING ROOM. Your meeting room should be large enough to hold the board, school administrators, guest speakers, committees, and members of the public. Have enough table space for the board and superintendent, and perhaps put large nameplates on the tables to identify the board members to the audience.

MINUTES

MINUTES. Minutes are a written report of what happened at a meeting. Your board must have minutes for every meeting (Sec. 14.14.090). Usually the board clerk is responsible for taking notes, typing them up, and having them on file. The board may have someone else take notes at the meeting if the clerk is very involved with business.

Minutes are written in the order in which the meeting topics are covered. Minutes usually include the following:

* NAME OF YOUR SCHOOL DISTRICT.
* MEETING TIME AND LOCATION.
* NAMES OF BOARD MEMBERS PRESENT AND ABSENT, AND NAMES OF SCHOOL PERSONNEL PRESENT.

- APPROVAL OF PRECEDING MEETING MINUTES.
- PURPOSE OF THE MEETING.
- RECORD OF ALL MATTERS THAT THE BOARD CONSIDERED.
- RECORD OF ALL MOTIONS, WITH NAMES OF PEOPLE MAKING AND SECONDING THEM.
- RECORD OF HOW BOARD MEMBERS VOTED ON ISSUES.
- SUMMARY OF REMARKS OR REPORTS GIVEN BY THE BOARD OR BY MEMBERS OF THE AUDIENCE.
- TIME OF ADJOURNMENT.

BOARD MEETINGS:

MINUTES

Meeting minutes are public and must be available for anyone to look at (Sec. 14.14.090).

AGENDA. An agenda, or written program of business to be covered at a board meeting, focuses a board meeting and helps the meeting progress in an orderly manner. This list of topics is usually prepared by the superintendent and cleared with the board president prior to the meeting.

AGENDA

Anyone can suggest a topic for inclusion on an agenda. Usually there is a deadline for submitting topics, but the board may vote to discuss topics of importance that arise after an agenda has been prepared. However, the board should not revise or adopt new policies unless they are scheduled. And, an agenda always allows time for the public to speak.

The final agenda and any related materials are distributed to the board members and any interested persons before a meeting, so people can study a topic in advance. Sometimes an agenda is included as part of public notice of a board meeting.

The agenda for regular board meetings usually follows the same general order each month, though specific topics covered will vary. Special and executive meetings require specific agendas to deal with their particular content.

ORDER OF BUSINESS. The order that a meeting follows is determined by your board. The areas below are a suggested order for conducting business:

ORDER OF BUSINESS

- CALL TO ORDER. The board president usually conducts meetings. The meeting begins officially when the president stands and says, "The meeting will now come to order."

BOARD MEETINGS:

ORDER OF BUSINESS

- ROLL CALL. A board officer (usually the clerk) calls the names of all board members to see who is present and who is absent. The roll call also determines if enough members are present for the board to conduct business. This minimum number that must be present, called a "quorum," is set in the bylaws. If there is not a quorum, there can be no formal meeting. Board members can stay and talk, but they cannot take any official action.

- APPROVAL OF PRECEDING MINUTES. Minutes of the previous meeting are read (either aloud at the meeting or by all members before the meeting), corrected (if necessary), approved, and signed.

- INTRODUCTION OF GUESTS. Any school personnel attending a meeting should be identified for the benefit of the board and the audience. Other people scheduled to talk to the board or make a presentation should also be introduced.

- SUPERINTENDENT'S REPORT. The superintendent usually has several items to relay to the board, such as financial reports, summaries of projects, and informative updates about the district. The board may request the superintendent to separate the items into two categories: information items and items requiring board action. The board should encourage the superintendent to have staff members present education information. Their contributions help the board understand issues and the board also gets to know some of the staff.

- COMMUNICATIONS. The board hears items such as committee reports, individual board member reports, and official documents, letters, and memos received by the board.

- OLD OR UNFINISHED BUSINESS. This is the time when any items from previous meetings are brought up for discussion or action.

- NEW BUSINESS. This is when any new items should be brought up for discussion or action.

- HEARING INDIVIDUALS OR GROUPS. This is when the board listens to people who have requested a place on the agenda. Your board should encourage input from the district, but may have to establish a time limit for people to talk.

The board is not required to act immediately on anything presented by groups or individuals. Hasty action without having all the facts can result in legal problems or embarassing situations. Usually, the board can refer a matter to a committee or to the superintendent for further study. The person or group requesting the action should be told when to expect a decision. Then, the board can review the matter and take action at a later meeting.

- NON-AGENDA ITEMS. This is when any business not included on the agenda may be brought up.

- BOARD MEMBER COMMENTS AND PUBLIC COMMENTS. This is the time set aside for any other comments people wish to make. Again, your board may have to set a reasonable time limit for each speaker.

- ADJOURNMENT. The president officially closes the meeting. Any discussion after that is not official board business.

Your board should order its meetings to best fit the kinds of business it deals with (for example, the board may want a special time at each regular meeting to approve all financial reports and bills).

PARLIAMENTARY PROCEDURE. Parliamentary procedure is a set of formal rules used by a meeting group to insure that meetings are run consistently and that proper methods are used for taking action. Most boards use it. Parliamentary procedure covers such things as requiring a majority of the group to make decisions, limiting discussion, and making requests for actions before voting on them. Properly used, parliamentary procedure insures that issues are covered and are correctly voted upon. Improperly used, it can frustrate people if too much time is spent discussing very picky points of how to proceed. It is a tool to be used productively for smooth operation of a meeting, especially for making motions and for voting on issues. Your board might want to hold a training session in these procedures, so all board members feel comfortable with them.

MOTIONS. A motion is a formal proposal, request, or suggestion made to the board. Only board members can make motions for the board to take action. Making and acting on motions is best done by using parliamentary procedure, a set way to handle motions. A motion requires support for the motion, then a vote on it. Some motions are made in writing. Usually committees use written motions.

BOARD MEETINGS:

MOTIONS

If a member makes a motion, he or she uses the phrase "I move" at the beginning (for example, "I move that the board form a committee to study the new math curriculum"). When a motion is made, and another board member supports it, he or she says, "I second it." If there is no second for a motion, the motion is dropped.

If there is a motion and a second, the president repeats the motion. This is called stating the "question." Then the motion is open for discussion by board members one at a time. Usually the president will "recognize" each member for his turn to speak. When all discussion is ended, someone says, "Call for the question," which means it is time for the board to vote. If the motion passes, it becomes a matter of board policy.

A motion should be made in plain, straightforward language. The following is an example of what a motion made to a board might sound like:

> One board member says, "I move that we hire John Smith according to the contract we have negotiated with him."
>
> Another board member says, "I second the motion."
>
> The president says, "Is there any discussion?"
>
> The board members get his attention by raising their hands or calling out, "Mr. President," when they want to comment on the motion.
>
> When discussion has ended, one member says, "I call for the question."
>
> The president says, "If there is no further discussion we will vote on the motion to hire John Smith according to the contract we negotiated with him." The board either passes the motion or votes it down.

A motion does not have to be voted on immediately. If a motion requires further research or discussion at a later time, it can be "tabled." Then, it can be brought up when necessary. To table a motion requires that someone move to table it, someone second it, and the board then vote to table it.

VOTING

VOTING. There are several ways to vote at board meetings, including a show of hands, stating "yes" or "no" (aye or nay) as a group or as an individual (a roll call vote is when the names of the board members are read one

at a time, and each member present states his or her vote), written ballots, or pushing a button that lights up each vote on a board.

Board bylaws state what kinds of issues can be voted on by certain voting methods. Most voting must be conducted in a way that allows the public to know how each board member voted (Sec. 44.62.310). The record of how members voted is reported in the meeting minutes.

Board bylaws usually require that more than half of the members making up a quorum vote for an issue in order for it to pass.

REFERENCES AND SOURCES FOR FURTHER INFORMATION

COMPILED SCHOOL LAWS OF ALASKA, by the Alaska Department of Education, Pouch F, Juneau, AK 99811 (updated yearly).

> Includes actual laws that deal with and are related to Alaska schools and school boards.

TITLE 4. EDUCATION. REGULATIONS THROUGH REGISTER 87, ALASKA ADMINISTRATIVE CODE, by the Alaska Department of Education, Pouch F, Juneau, AK 99811, December 1983 (updated periodically).

> Includes the legal regulations that detail certain Alaska school law statutes.

HUMAN RIGHTS LAW, REGULATIONS, AND COMPLAINT PROCESSING PROCEDURES, by the Office of the Governor, Alaska State Commission on Human Rights, Anchorage, September 1982.

> Includes general information on the Human Rights Law and the way to process discrimination complaints. Contains the text of the law (AS 18.80) and the regulations that detail the law (6 AAC 30).

BECOMING A BETTER BOARD MEMBER, by the National School Boards Association, 1055 Thomas Jefferson Street, NW, Washington, DC 20007, 1982.

> Covers learning about boardmanship and knowing where to go for assistance, functioning on the board, in the board room, setting goals, making policy, and evaluating the board. Discusses the relationship of the board and the superintendent.

ROBERT'S RULES OF ORDER REVISED (75th Anniversary Edition), by General Henry M. Robert, Scott, Foresman and Company Publishing, Chicago, IL, 1951.

> Outlines and discusses standard points of parliamentary procedure used for conducting meetings and for voting on issues.

SOURCE: ASSOCIATION OF ALASKA SCHOOL BOARDS, 326 Fourth Street, Suite 204, Juneau, AK 99801.